

**Texas Education Agency  
Standard Application System (SAS)**

<b>2018–2019 Technology Lending</b>		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 FEB - 6 PM 2:20 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Amendment #	
Kingsville ISD	137901		
Vendor ID #	ESC Region #		
1746001521	2		
Mailing address		City	State      ZIP Code
207 N 3 <sup>rd</sup> St.		Kingsville	TX      78363
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Juan	D	Vasquez-Cruz	Director of Instructional Tech.
Telephone #	Email address		FAX #
(361) 592-3387	jvcruz@kingsvilleisd.com		(361) 595-7805
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
John	R	Hill	Director of Instructional Svcs.
Telephone #	Email address		FAX #
(361) 592-3387	jhill@kingsvilleisd.com		(361) 595-7805

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Carol	G	Perez	Superintendent
Telephone #	Email address		FAX #
(361) 592-3387	cperez@kingsvilleisd.com		(361) 595-7805

Signature (blue ink preferred)

Date signed

*Carol G. Perez*      2-5-18

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

On this date:

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
Me	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost ( %):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Memorial Middle School – 137901042

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Kingsville ISD requests a maximum grant award of \$100,000.00 in order to implement a technology lending program at Memorial Middle School (MMS). The sole middle school in the district, it houses 418 7<sup>th</sup> and 8<sup>th</sup> grade students. Of that population, 71.1% are classified as economically disadvantaged and 70.8% At-Risk (2016-2017 TAPR). The campus has struggled aligning an instructional model that matches the rigor of STAAR to the needs of its students. The latest STAAR results show 52% of students earning "Approaches" in reading, 55% math, 41% writing, 56% science, and 49% social studies. The latest Comprehensive Needs Assessment points out the need to update and improve the technology on the campus. The campus houses four desktop computer labs and two portable labs consisting of only 132 units. A survey of current students has only 54% of students having access to a computer at home and 36% using the internet for completing homework assignments.

With the current level of technology, teachers are forced to utilize teaching methods based solely on pen and paper. Those times when technology can be used to enhance a lesson are few and dependent being able to book lab time. The labs themselves are aging, with machines often in need of repair and sometimes unusable. These barriers create a cascade effect, hampering student achievement. **For students**, the use of technology is seen as a "special event," with teachers uprooting a class for a trek to the lab. The time and technology restraints do not allow students to learn in a way that aligns with 21<sup>st</sup> century skills including *collaboration, creativity, critical thinking, and problem solving* (P21). **For teachers**, instruction is paper and pencil dependent. The lesson continuity is often disrupted when the rare opportunity to use labs is made available. Should students need more time on the computer, more time cannot be allotted. Any additional online resources are available solely during computer lab time, hampering their use in any homework assignments. **For administration**, large amounts of human and material resources are expended in order to work around the lack of technology. A substantial amount of the budget is set aside for paper and copier machines. The traditional textbook system takes up extra room in both campus and classroom storage. To keep the labs functioning requires the use of computer technicians being shared across the district. It often takes an inordinate amount of time to restore functionality to computers placed in these labs.

**To align instruction with 21<sup>st</sup> century skills, MMS proposes to create a technology lending program to embed Google Classroom in all aspects of learning and instruction:**

**Collaboration:** Students will be able to work collaboratively on projects even if they are not physically in the same classroom. A shared Google Document can have multiple users working on the same project, as opposed to the current system with one student engaged on a desktop while others watch. While a project might begin in a common, physical classroom, it can continue to be updated as students go to lunch, while they are at home, or whenever inspiration strikes. Teachers can assign these group projects and provide guidance at the exact moment it is needed, watching the collaboration as it occurs. Administration can reduce the amount of money spent on paper, as teachers will reduce, or eliminate the need of students to make hard copies of their final products.

**Creativity:** Students are digital natives, with lives existing simultaneously in the physical and the digital. That dichotomy means educators teaching without technology are able to access only a portion of their students' skills. The use of Google Classroom lets students take those components of their digital lives and bring it into learning. By utilizing all of a student's skills, students are more apt to become excited about learning and expend greater effort. Teachers who previously lacked technology integration during lessons will be exposed to new ways of thinking that only engaged young minds can provide. Teachers new to the profession will have the opportunity to bring their greater level of

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

technical expertise, allowing for the new teacher to share as much as the veteran teacher during embedded Professional Learning Community sessions. The administration will be able to integrate these digital projects into existing webpages and social media, creating greater opportunities for parental engagement in their children's learning.

*Critical Thinking:* Students too often see classwork as a compliance activity, wanting to do the bare minimum to complete the assignment. If a student views an assignment as something merely to complete, the impetus to think critically about a subject never occurs, leading to a lack of rigor in the classroom setting. With engagement in these collaborative projects, the ability to think critically will be a natural evolution. Sharing projects with social media will provide an audience and purpose, naturally promoting real-world skills. With every project potentially being viewed by community members, the teacher can more easily link concepts of revising and editing to a project in draft form. When students revise, those deep thoughts and underlying questions naturally occur. Teachers can differentiate their instruction in Google Classroom itself, allowing projects to flourish under the watchful eye of the teachers. For administrators, the additional technological resources that Google Classroom allows, means the administration can offer greater, more inventive intervention strategies that push the abilities of students. A weekend STAAR intervention could now occur with students both on campus and at home.

*Problem Solving:* The ability of students to solve problems is limited by the available resources to solve them. With Google Classroom and continuous internet access, problem solving is no longer bound by resources. Instead, students have access to nearly unlimited information. For the teacher, this means a shift in instruction. Instead of planning for students based upon what materials are on-hand, teachers plan to teach students the ability to filter out the unimportant, unnecessary, or just plain wrong. Problems can be much more open-ended, with the teacher facilitating answers, as opposed to merely checking if they are right or wrong. Administrators observing instruction, will be able to perceive both the physical act of problem solving, as well as the digital act of creation. To truly observe instruction in the collaborative learning environment provided by Google Classroom, an administrator must have one eye on the students, one ear listening, and hands on a Chromebook observing the digital collaboration.

In order to make Google Classroom integral to the learning experience, this grant proposal will be used to provide students lacking internet access the ability to check-out Chromebooks with Wi-Fi hotspots to access cellular networks from home. The cellular network being used by these devices will be monitored by the district Instructional Technology Department. The email address used to access Google Classroom will be a district email address, allowing a greater level of monitoring to ensure that all internet usage is educationally based. A web-based machine, a Chromebook makes the obvious choice due to the lack of a spinning hard drive, its weight, durability, and inherent protection from viruses. More importantly, the relatively low cost means that the district will be able to maximize the purchase of these machines.

With the campus becoming a digital learning environment, it will also adopt a Bring Your Own Device (BYOD) program to help supplement the Chromebooks being used in instruction. These machines will be allowed access to the existing Wi-Fi network so that usage can be monitored in the same way as the Chromebooks. Other existing computers will also be adapted in order to make the digital learning experience a reality.

The lending process itself will follow the same process in use in the campus library system. That system uses bar scanners to manage books and other resources checked out to students. Prior to checking out any Chromebooks, students will be instructed in the care and usage of them. In addition, parents will be required to attend a similar training, helping them understand the powers and limitations of this technology. Once both the student and the child have attended the training, they will need to sign a contract that will be kept on file and linked to the students' account in the library.

Because Google Classroom is a cloud-based system, students need not carry Chromebooks around. When the need arises to check out a Chromebook, they will have immediate access to their digital classroom.

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### Schedule #6—Program Budget Summary

County-district number or vendor ID: 137901	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301	
Grant period: May 1, 2018, to August 31, 2019	Fund code: 410

#### Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$92,000	\$	\$92,000
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$8,000	\$8,000
Grand total of budgeted costs (add all entries in each column):			<b>\$92,000</b>	<b>\$8,000</b>	<b>\$100,000</b>

#### Administrative Cost Calculation

Enter the total grant amount requested:	\$100,000
Percentage limit on administrative costs established for the program (15%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$8,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services**

#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 137901		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$92,000
<b>Grand total:</b>		<b>\$92,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID:		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$
<b>Grand total:</b>		<b>\$</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID:			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	297	71.1%	2016-2017 TAPR, Memorial Middle School
Limited English proficient (LEP)	11	2.6%	2016-2017 TAPR, Memorial Middle School
Disciplinary placements	13	2.7%	2016-2017 TAPR, Memorial Middle School
Attendance rate	NA	92.7%	2016-2017 TAPR, Memorial Middle School
Annual dropout rate (Gr 9-12)	NA	.4%	2016-2017 TAPR, Memorial Middle School

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
								225	193					418

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district conducts an annual District Comprehensive Needs Assessment (DCNA) during the spring semester. One of the eight committees works exclusively with technology. Among the district needs noted was to "develop more technology activities to support whole group activity/diversified instruction" and "web tools are necessary to support learning at school and at home." The campus is then provided a copy of this assessment and the Campus Leadership Team (CLT) uses that assessment to help guide the construction of the Campus Needs Assessment (CNA). In that assessment the campus listed the use of Chromebooks and Google Classroom as a need and expressed the desire to be an effective STEM feeder to the existing T-STEM Academy at H. M. King High School. It is this focus on STEM that makes MMS the choice for this proposal.

The "Long Range Plan for Technology 2017-2020" notes that there are only 132 units for students capable of running Google Classroom at MMS, a campus with a student population of 418. Of those 418 students, only 54% have access to a computer at home, hampering an integration of technology and student learning.

To build an effective STEM curriculum in all of the core subjects, the campus will require a significant increase in the access to and use of technology. At its core, STEM requires the use of Project-Based-Learning (PBL). Educate Texas notes PBL as having the following components: inquiry-based instructional approach, real world context, student generated pathways and products, and standards-based outcomes. Furthermore, the benchmarks set forth by TEA for T-STEM Academies require that PBL occur across disciplines, including ELA and social studies. The use of Google Classroom through existing technology, the students' own devices, and Chromebooks purchased through the grant funds provide the necessary tools for teachers to embed this philosophy of instruction into lesson design. The durability of Chromebooks and the relatively inexpensive price point will make it possible to implement PBL campus-wide.

In the CNA, 70% of students reported that there was a "don't care" attitude among students on the campus. This lack of engagement makes it difficult to increase rigor. The latest STAAR results relate to this lack of student engagement: 52% of students earning "Approaches" in reading, 55% math, 41% writing, 56% science, and 49% social studies. With no one subject area significantly outperforming another, the unifying philosophy of PBL can produce gains on STAAR across the board. Google Classroom easily integrates across disciplines. Existing PLC periods that provide additional time for collaborative planning will allow the campus to plan for projects that cross multiple core subject areas. This will allow students to delve deeper into subject matter by having learning begun in one class continue when the next class begins. Students need not even be in the same classroom for this collaboration to continue due to the shared document feature embedded in Google Classroom.

Currently the campus does not assign much homework. The lack of instructional support and resources at home make high-rigor homework a difficult task. The ability of students to check-out a Chromebook not only provides the means to continue collaboration on assignments at home, but more importantly provide all of the necessary instructional resources bundled up in a four pound machine.

The CNA also notes the need for the increase in "parent and community related school culture." In Diana Brannon's article, "Addressing the Decline of Parent Involvement in Middle School," she notes that today's curriculum leaves "...some parents feeling unprepared to help their child with schoolwork..." and schools must be prepared to provide additional resources to provide assistance. The sessions that parents will need to attend to allow students to check out Chromebooks is the first step in establishing a relationship to provide those additional resources. Parents will have a direct link to their child's teacher via the Chromebook and Google Classroom. They too will be able to see their child working on high-rigor projects and will be more likely to be engaged with parental involvement activities.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The campus's instructional plan lacks the necessary rigor to increase the percentage of students attaining the "Meets" and "Masters" level on STAAR.	The use of Google Classroom gives teachers the ability to monitor and differentiate student products while the products are being constructed. In a traditional classroom, students complete work, turn it in, and then are finished. Google Classroom allows teachers to guide students during the construction of products, helping students to maximize their level of mastery.
2.	The campus lacks enough necessary technology to incorporate Google Classroom into daily instruction.	To have Google Classroom make a noticeable difference in instruction, there must be enough devices for all students to be using them in one sitting. The current level of technology on the campus simply does not allow for this to occur. With the Chromebooks from this proposal, there will be enough existing resources to put technology into daily instruction and homework through the lending program.
3.	Many students do not make education a priority when attending school.	According to the Cornell University: Center for Teaching Innovation, "educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning." The collaborative nature of Google Classroom provides the opportunity for engaging, cooperative learning that can continue to occur even after the end of a particular class time. The lending system allows all students engage in productive homework.
4.	The campus need to create a culture that increases parent and community involvement in the educational experience of its students.	Prior to the initial check-out, parents will attend a short session on the use and care of the Chromebooks. These machines using district-provided internet will help parents take a more active role with students during homework activities. In addition, final products will be displayed online, allowing parents and community members to be an audience for the real-world products being produced by MMS students.
5.	The campus needs to align its instructional program to become an effective feeder for the H. M. King T-STEM Academy.	According to TEA benchmarks, Project-Based-Learning must occur across subject areas, including ELA and social studies. The embedded Professional Learning Communities will allow teachers to plan such projects and Google Classroom will provide students the means to participate in these projects even if members of the group are in another classroom or at home.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Principal	Master's Degree from accredited college/university; valid certification in administration by TEA; TTAS/PDAS certification; minimum of three years' experience of supervisory or administrative experience; two years classroom teacher
2.	Director of Instructional Technology	Master's Degree with emphasis in education; valid Texas Teaching Certificate; five years teaching experience; valid certification in administration by TEA; experience in instructional technology and network integration
3.	District Instructional Technologist	Master's Degree with emphasis in CIS; valid Texas Teaching Certificate; five years teaching experience; experience in web design and networking;
4.	Director of Instructional Services	Master's Degree with emphasis in education; valid Texas Teaching Certificate; five years teaching experience, valid certification in administration by TEA
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase students earning "Meets" on 2 or more subjects by 10%	1. Examine STAAR data of high achieving students	7/16/2018	7/15/2019
		2. Provide PLC session of differentiation of instruction	8/27/2018	5/31/2019
		3. Monitor usage of targeted students	10/5/2018	5/31/2019
		4. Examine scores on Benchmarks	12/17/2018	3/29/2019
		5. Monitor and assess Google Class usage and data	1/11/2019	5/31/2019
2.	Have enough Google Classroom devices for 1:1 ratio in core classes	1. Complete an inventory of existing systems.	5/1/2018	6/1/2018
		2. Establish BYOD protocols and provide to parents	6/4/2018	8/31/2018
		3. Examine core class rosters/teachers	7/16/2018	7/31/2018
		4. Provide infrastructure to classrooms (local funds)	8/1/2018	8/24/2018
		5. Students log in to Google Classroom	9/3/2018	9/28/2018
3.	70% of students have spent time on Google Classroom at home	1. Purchase Chromebooks	6/4/2018	6/29/2018
		2. Purchase Wi-Fi hotspots and pair w/ Chromebooks	6/4/2018	6/29/2018
		3. Set up bar codes and check-out systems	7/16/2018	8/13/2018
		4. Train staff in lending process	8/14/2018	8/22/2018
		5. Perform monthly check-out audits to check for use	9/28/2018	5/31/2019
4.	70% of students have at least one parent attend a Chromebook session.	1. Establish check-out protocols	6/4/2018	6/29/2018
		2. Notify parents of sessions	7/16/2018	8/1/2018
		3. Write trainings and train multiple trainers	7/17/2018	8/1/2018
		4. Hold initial sessions	8/1/2018	9/28/2018
		5. Follow-up with non-attenders and hold makeups	10/1/2018	5/31/2019
5.	Each student participates in at least two PBL projects by end of grant	1. Train teachers on PBL/Google Classroom	8/20/2018	5/31/2019
		2. Hold weekly PLC sessions on Google Classroom	9/3/2018	5/31/2019
		3. Write/vet first PBL projects	10/12/2018	11/2/2018
		4. Verify completion of PBL projects	12/21/2018	5/31/2019
		5. Provide links to projects on webpage/notify parents	1/11/2019	5/31/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus currently uses Plan4Learning to create a digital Comprehensive Improvement Plan, constructed from the needs noted in the CNA. This software allows the flexibility to adjust, monitor, and assess the goals and objectives. Tasked with the upkeep of the CIP is the Campus Leadership Team, the DSCI, and the PSP. As a First-Year IR (FIR) campus, the PSP was only provided for 20 total hours. The district chose to use Priority funding to provide for weekly visits by the PSP to ensure that all activities related to school improvement continued on course. Any changes or adjustments are presented during scheduled faculty meetings. If the change or adjustment is a priority, the change is communicated through the embedded PLC period and unscheduled faculty meetings.

Campus leadership recognizes the vital importance parents have in their children's education and offers multiple ways to participate. Any important information, opportunity, or change in campus procedures are communicated to parents by phone or face-to-face parent meetings. The campus offers multiple opportunities for these meetings and uses mailings and signage to communicate these opportunities to the parents.

At times when qualitative data is necessary to provide formative checks, the campus uses quick student surveys to provide student voice in decision making. The use of Google Classroom and Chromebooks would provide an expansion to student voice by allowing immediate qualitative data through online survey instruments. Students themselves in math courses will be able to chart these real-world results and provide data disaggregation via social media. This information could be coupled with a PBL project in English in the writing of proposals to be added to the CIP. The current system of feedback will be combined with in-class instruction and collaboration via Google Classroom in order to produce a seamless continual improvement process.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The MMS proposal aligns with Kingsville ISD's Strategic Plan, created in partnership between the campus and community. The plan's vision for student achievement is to "empower students to achieve a meaningful and well-rounded education that will enable them to pursue their passion in an ever-changing society." As the feeder school to H. M. King High School's T-STEM Academy, the campus is focusing instruction to support STEM. As the country continues to evolve and new jobs emerge, the STEM field has remained constantly in high-demand with a projected growth of 9 million jobs by 2022 (U.S. Bureau of Labor and Statistics). Kingsville is home to Texas A&M University – Kingsville and its top-notch engineering school. With HMK's partnership with TAMUK, MMS students feeding into high school have a direct pathway to a post-secondary degree in STEM.

In addition, HMK was recently awarded a 2017-2019 School Redesign Grant. One of the activities being implemented is the purchasing of Chromebooks in order to implement Google Classroom and provide a 1:1 ratio of students to devices. The per unit cost of Chromebooks, Wi-Fi devices, and email storage will be lowered by the purchasing power of that grant and this proposal. The same systems being placed at MMS will mirror those being put into place at HMK. Students will begin their journey in STEM during 7<sup>th</sup> grade with the Google Classroom platform and continue its use through their secondary equational career.

The district-wide implementation of Microsociety, a system where students create and manage all components of a governmental and economic system, trains students to be self-directed learners. The use of a Google Drive (Google Classroom component) allows students immediate access to a digital portfolio of all of their projects, ventures, and other creations. Every assignment and project can always be revisited and refined to match the age and maturity level of the student, creating the meaningful educational experience noted in the Strategic Plan.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Six weeks exams, benchmarks, STAAR Tests	1.	70% of students demonstrate growth between 1 <sup>st</sup> and 2 <sup>nd</sup> Six Weeks exams
		2.	70% of students demonstrate growth between 1 <sup>st</sup> and 2 <sup>nd</sup> Benchmarks
		3.	90% of targeted students participate in after-school or Saturday sessions
2.	Inventory control sheets, Master Schedule, Google Classroom log stats, BYOD protocol sheets	1.	All parents notified and provided BYOD protocols
		2.	100% of students and classes set up in Google Classroom
		3.	100% of core classes have enough infrastructure to support 1:1 device ratio
3.	Online student surveys, cellular data usage, Library check-out audits	1.	<35% of students report "don't care" attitude on survey instrument
		2.	100% increase in cellular data usage from October to April
		3.	46% of MMS students have checked out a Chromebook
4.	Parent sign-in sheets, Parent/Student Contracts, webpage, Training Agendas	1.	100% of parents receive notice of check-out process
		2.	10 products per content area are posted on the webpage
		3.	4 people trained to conduct check-out training sessions
5.	PLC agendas, lesson plans, Google Drives, technology TEKS assessment	1.	1 multi-day lesson plans per teacher per semester for cross-curricular PBL
		2.	100% of students have products located in their Google Drives
		3.	90% of students show growth between baseline and final Tech TEKS test

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each of the five components of the evaluation design aligns with the needs from schedule #13 and milestones from schedule #14, part 2. These processes will be incorporated into the CIP process from schedule #14, part 3 so that it is monitored and corrected using an existing system.

1. Need: increase rigor; Objective: increase students earning "Meets" on 2 or more subjects by 10% - the campus uses a robust method for tracking and utilizing student data. The addition of the "Meets" group targeted student group on STAAR will be placed into the system and monitored.

2. Need: not enough technology; Objective: enough devices for 1:1 in core classes – The campus will leverage existing devices, both local and home, to produce this ratio. This ratio in class is necessary to support the check-out program because if Google Classroom is not being used in class, the increased rigor necessary for Need 1 will never occur at home. Local funds will need to be used to create charging stations for both local and home devices.

3. Need: education not a priority; Objective: 70% of students used Google Classroom at home – The natural engagement that technology usage brings will be supported by increased training in PLCs for teachers with a focus on exciting students about learning. A reduction to less than 35% for the "don't care" attitude will show marked improvement from the baseline of 70%. By October device check-outs will start, but if instruction and technology become inseparable, cellular usage by April will markedly increase. With 54% of students having computers at home, if the remaining 46% check out computers, then 100% of students will use technology at home for educational purposes.

4. Need: parental involvement; Objective: 70% of parents attend a Chromebook session – Parent sessions can be placed simultaneously with registration so that the campus can maximize parent attendance. This also prioritizes the need to have multiple trainers so that many sessions can occur in a short time. The idea of posting final products for community viewing will create digital parental involvement, inviting them to the new, digital learning environment of MMS on their own time, following their own schedule.

5. Need: T-STEM Alignment; Objective: 2 PBL projects per semester – Learning subjects in isolation does not mirror real-world learning. The agendas from PLCs and lesson plans will document the work necessary to implement PBL. The PLC products will be located on the Google Drives. Since technology is the tool that makes PBL possible, students will take a Technology TEKS exam at the beginning and the end of the year so that their growth can be charted.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The current technology available to students at MMS consists of two 25 seat labs, two 24 laptop portable labs, one 20 seat lab, and one 14 seat lab for a total of 132 total computers. The campus has a total of 418 students and 44 staff members. Each of the staff members has access to either a desktop or laptop computer not part of the 132 for student use. Unless the portable labs are employed, the use of technology in instruction has to occur outside of the teachers' classrooms. The district has an existing agreement with Google Classroom and has been used at H. M. King High School as part of the T-STEM Academy and by district teachers during curriculum writing. It has never been fully implemented district-wide due to the lack of computers and the need for email addresses for the students. The district does not have email address for the students due to the limitations of the current local server. The current WAN/LAN does support a gigabit connection to the district's gigabit internet connection, and that bandwidth is currently being underutilized.

In order to maximize all available technology to achieve the goal of a 1:1 technology ratio in core classes and implement the lending program to allow students to check-out internet capable Chromebooks, the following three sources of technology will be used:

**Existing** – The campus will inventory the current stockpile of technology and test its capacity for use with Google Classroom. Being an entirely online platform, any computer that can run Google Classroom, including desktops, laptops, and Chromebooks, means that it will be the same software experience for each child. Computers that cannot support Google Classroom will either need to be upgraded, re-assigned, or marked for disposal.

**BYOD** – Many students have laptops and tablets already available to them at home. The creation of a BYOD culture will help the campus achieve the necessary 1:1 ratio. In order to make sure that these devices are being used and monitored during the instructional day, students will be given access to the existing Wi-Fi network and all of its filters in place to protect students from harmful content.

**Chromebooks** – The main purchase from the grant, these machines come with integration of all of Google's software as part of the operating system. In addition, the district is going to install software on these machines, enabling the system to return to a pristine state when one student logs out and another logs in. These machines will be placed into the classroom and will be available for the lending program so that Google Classroom is implemented both in school and at home.

For the Chromebooks to function at home, students will be able to check out Wi-Fi hotspots to connect to the internet via a cellular network. The network that will be utilized can be monitored by district instructional technology staff so that new devices part of the lending program will be used solely for educational purposes.

The grant will be used to purchase Chromebooks, necessary software to be able keep the Chromebooks in their original state, and Wi-Fi hotspots to tether the Chromebooks to the internet while checked out to students. In order to ensure that Google Classroom is being used throughout the day in instruction during core classes, local funds will be used to set up charging stations for all three sources of technology.

As devices are purchased and the lending program started, other funding sources including local funds, other grant funds, and the instructional materials allotment will be used to achieve the 1:1 ratio and maximize the lending program.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The vision of Kingsville Independent School District is "today we learn, tomorrow we lead." The mission is to "provide a safe and challenging academic environment, in collaboration with community partners that will empower students to achieve futures of excellence." This lending program will allow the district to complete its mission and achieve its vision.

*Provide a safe environment* – For students to learn, they must be safe. According to Maslow, until certain vital needs are met, humans classify all other needs unimportant. Next to physical necessities, a child's need for safety is paramount. The same holds true for the use of technology. Monitored internet tethering through district safety systems, monitored email, and training for the parent and student all create a safe environment for the use of technology even when those devices are being used at home.

*Provide a challenging environment* – STAAR assessment scores demonstrate that the campus has struggled instructional rigor. This is compounded by student responses showing 70% of students having a "don't care" attitude. Part of being able to teach at high rigor is the ability of a teacher to motivate students to maximize their effort during instruction. The use of Google Classroom will give students the tools to allow learning to occur simultaneously in the physical and digital world. Teachers will be provided continuous training on daily technological integration during PLCs. With technology and training, the campus will be able to raise the rigor and foster the challenging environment necessary for the campus to sustain success.

*Collaborate with community partners* – Despite its small size, Kingsville is home to one of the top engineering universities in the country, TAMUK. It is also the home to a hospital. Less than ten miles away is Celanese, one of the top manufacturers of ibuprofen in the country. Less than 60 miles away there are multiple oil and gas refineries. These are but a few of the partners in the area who will benefit from MMS students being provided STEM-based, collaborative instruction through the power of Google Classroom and Chromebooks.

*Empower students* – An MMS student empowered with the education provided through technology and innovative teachers can earn an engineering degree and top-notch employment in a STEM field within an hour drive from home. By focusing instruction through Google Classroom and STEM, even students who choose careers other than a STEM field will benefit. The cross-curricular nature of Project-Based-Learning allows students to discover more about the content and, more importantly, more about themselves. Even students who choose non-STEM careers, will receive an educational experience that empowers them to have access to that choice.

*Achieve futures of excellence* – With the education provided by MMS – content, self-direction, rigor, and technical skills – all students, especially those from low socioeconomic backgrounds, will achieve their dreams. KISD begins building those dreams through the Microsocieties at the elementary and intermediate campuses as students begin to understand how a society functions. At H. M. King High School, students choose career pathways that lead to certifications and college hours as part of Early College High School and the T-STEM Academy. With Google Classroom, MMS will be able to accelerate and focus the learning from the lower grades and build the educational momentum necessary in today's competitive workforce.

*Today we learn, tomorrow we lead* – The funds provided through this grant will change the teaching landscape of MMS, expanding learning opportunities for all students on the campus. For KISD students to emerge as the leaders of tomorrow, it is vital that they learn as much as they can today.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KISD proposes to check out Wi-Fi hotspots as part of the program. These devices provide internet access throughout Kingsville. According to survey results, even though only 54% of students have access to a computer at home, 78% have internet access through devices other than a cell phone. This lets the campus allow students who have access to internet at home to check out just a Chromebook and those who do not have access to check out both a Chromebook and hotspot. The ability to lend hotspots also allows students who have to leave class early for sporting events, UIL, or other school-sponsored activities to continue to collaborate on projects during any lengthy bus trip.

The cellular network is one whose traffic will be monitored through district filters, protecting students from the dangers of online use and making sure that all technology that is being checked-out is being used for an educational purpose. This additional safety measure will protect the student, the district, as well as parents who would be concerned about their children having unmonitored internet access.

Schedule 15, part I demonstrates as part of the evaluation process, data will be gathered on cellular data usage and an audit of Chromebooks being checked out. This information will allow the campus to closely monitor those students most in need of internet access are taking advantage of these opportunities. The campus will make every effort to ensure that all parents attend the required training prior to the Chromebook being checked out by their children. In Schedule 14, part II, there will be a set of follow-up trainings for any parent was unable to attend the required Chromebook training before being part of the lending program. The campus will keep a running list of parents still needing to attend so that every student on the campus takes part, no matter the home situation.

Although the mobile hotspots require a monthly rate, the campus will use grant funds to leverage their purchase so that they are available after the end of the grant. In order to sustain their use after the grant, the money saved on materials such as paper, copy machine usage, ink cartridges, and workbooks along with an increased attendance rate due to high classroom engagement will allow the district to sustain the program.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending program and implementation of Google Classroom will be focused on the core subject areas of English, math, science, and social studies. MMS is aligning its curricular practices to support the T-STEM initiative at the H. M. King High School campus. One of the benchmarks for the T-STEM Academy is the implementation of Project-Based-Learning. Under the T-STEM blueprint, PBL occurs across disciplines, including ELA and social studies.

The shared documents embedded in Google Classroom allows students to be working collaboratively on projects, even if other members of the group are in other classrooms or at home. Furthermore, the storage will be digital in nature, allowing students to continue to work on classroom projects while at home collaboratively with group members. This added feature will allow instructors to increase the amount of time students spend with high-rigor, high engagement assignments while at home.

Teachers will also be able to monitor student work while it is occurring in Google Classroom. This ability to monitor work while in early stages will allow for instant differentiation of instruction with all members of the group simultaneously. The final products produced by students will fit the original goals of the assignment but will end up demonstrating the unique skills of the students who created it.

As these cooperative projects occur, teachers will also be able to ensure that all participants take equal parts of the construction of the products. The final products will be a permanent fixture in the students' own Google Drive, and select products will be put on display via the webpage and social media for the public to view.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently MMS uses a few digital instructional materials for students:

Edu2020 is an online curriculum used by students who need help with credit acceleration or are assigned a DAEP placement. The length of the curriculum can be tailored to suit the needs of the students. There is a teacher on campus and a dedicated lab to its use during the instructional day. This online curriculum is also employed at the high school. Courses that have been assigned include all core courses, LOTE, CTE, and physical education.

Students with reading difficulty are assigned to a Read180 classroom. The three-pronged approach to teaching reading includes small group instruction, silent reading, and an online component. A program by the same company, System 44 uses the same instructional methodology for students who lack the ability to decode words and stresses phonemic awareness. These two programs are used at the intermediate campus as well as the high school.

Some students whose schedule did not allow for Spanish I, are taking the course through the Texas Virtual School Network.

The campus uses Renaissance Learning's Accelerated Reader and Star assessment to track students' reading and use of the library.

The ELA classes use Microsoft Word and the internet for students to make final copies of personal narrative, expository, persuasive, and research-based essays. This is the final step in the writing process and allows teachers to emphasize revising and editing through the students' own work.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Kingsville ISD Instructional Technology Department consists of a director, an instructional technologist/webmaster, a network specialist who is Cisco certified, a data-office technician, two computer technicians, and a clerk to support the eight campuses, 3440 students, and 519 employees in the district. Most of the technical support required for the use of technology in the district is supplied through this in-house team, including web mastering, software usage, computer repair, and networking. In addition, the IT Department provides training during staff development sessions including (but not limited to) Microsoft Office, Windows 10, iPad usage, E-School usage, and Google Classroom. Technical support is provided through an intranet work order system, allowing the IT staff to monitor and prioritize repairs and hardware/software installation. Many repairs and software installations are completed remotely.

The district WAN connects all campuses, the administration building, and maintenance/transportation/warehouse buildings with gigabit speed. At every location there is a LAN. The district connects to the internet with gigabit speed through the administration building. Every classroom and office has a broadband connection. The district has a website along with all of the campuses and certain departments including CTE, ECHS, and T-STEM. Every computer in the district is protected by AVG anti-virus. All computers and servers are licensed to use Microsoft Office. There are Acceptable Use Policies for all employees, students, and visitors. Visitors can log into the system using an IT Guest account once the AUP has been signed.

Internet traffic is constantly monitored through iboss web filtering. The system allows for multiple levels of access depending on the account. Currently, faculty have access to streaming services such as YouTube, while most student accounts do not have that level of access. If a streaming service is needed, a special account can be created to allow its use. If a user cannot access a necessary website blocked by iboss, the system allows that user to send a request to IT to have it unblocked. If a user visits an unacceptable website, proxy, or any other unauthorized location, IT will freeze the student's account and campus administration is notified and disciplinary action taken.

Four years ago, the district applied for a Google Classroom license. The agreement allowed KISD faculty and students to create Google Classroom accounts using the local @kingsvilleisd.com email address for access to the system. The system was used during a year-long curriculum writing process with teachers. This year, its use has been expanded to select teachers and students in the T-STEM Academy at the high school. This use has helped the IT Department to test and make any adjustments to local systems to support the use of Google Classroom. In addition, trainings have begun for elementary teachers to bring Google Classroom use in the district's younger grades. The high school recently was awarded a 2017-2019 School Redesign Grant and will begin full scale implementation of Google Classroom on the campus.

The district has an additional PLC period embedded during the school day in addition to teacher's conference period in grades 5-12 for all core teachers. This period is designed for collaboration and continuous staff development. The IT Department has made use of this time to provide initial and follow-up trainings in the use of software on the campuses. This extra training time allotted to 5<sup>th</sup>-12<sup>th</sup> core teachers allows the district to purchase hardware and software and provide immediate training in its usage through the IT staff.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 137901

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Once the existing and newly purchased technology is delivered to the campus, all machines will be given a CO# and a bar code that will be placed into the inventory management system in the library. The computers will be housed in classrooms so that the use of Google Classroom can be embedded during the daily instructional routine. Because Chromebooks are web-based and all student work is kept on the "cloud" students need not carry a single particular machine around the campus. Instead, they can place the Chromebook or laptop in a charger and move on to the next class, pick it up, and continue work. At the end of the day, if the student wishes to check out a machine and Wi-Fi hotspot, they will visit their homeroom, sign-out a machine, and have its bar code scanned. The district's automated calling system will give every parent of a student who checked out a machine a nightly reminder to bring back the machine in the morning. When the student returns, it will be placed back in its cradle and examined by the classroom teacher. Once a student logs out, software will return the system back to its original form. If there is a physical issue with the machine, IT will be notified through the existing system and students will be referred to administration to see if disciplinary action is warranted.

All machines will be purchased with the two year extended plan so that any machine that suffers failure can be sent away and a replacement quickly acquired. The classroom teachers will work with the librarian monthly to complete an "audit" of the machines in order to ensure no machines are lost or stolen.

Every student will have a "flag" on their account noting if they have internet access at home, if they have had damaged equipment in the past, and if they are a "high need student." Because the first person of the check-out process is the classroom teacher, if there is more demand than available Chromebooks, the librarian can be notified and can instantly check inventory to find other machines that can be checked-out.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The existing system used by IT and the library provides multiple opportunities for accounting for each Chromebook and Wi-Fi hotspot purchased. Every piece of technology in the district is assigned a CO#. It is this number that is the primary way the computers are inventoried. More importantly, however, it also allows the IT department to track the machines' location whenever they are in the district's network. This number also allows for the district to automatically roll out updates to the machines once they are connected to the network.

Software will be installed on the Chromebooks that will return them to their original state one a student logs out or in to the computer. The network will also track who has logged in to particular machines and if physical damage occurs, there will be a log noting the last user who logged on. If a machine should be stolen, once a log-in has been established, the machine will be able to be tracked and recovered. As a web-based machine, a Chromebook has to have a digital footprint to function, and it is that footprint that makes them relatively secure. The second system will be the bar codes installed on the machine, allowing students to check them out and check them back in. This process is quick, with bar code scanners providing the ability to scan and check for any flags on the student. A monthly audit process will check to see if any machines are missing or stolen.

This audit process will also allow the campus to ensure that the Chromebooks are being used by students most in need of the additional support technology allows. After the monthly audit, a .csv file will be exported with the flag noting a "high need" student. This will let campus leadership work with students who are not taking advantage of the technology as well as checking to make sure teachers are using it as part of their daily instruction.

Machines will be checked for inappropriate content using the existing iboss systems on the network. The Wi-Fi hotspot cards will also allow for iboss to be utilized when accessing the internet from home.

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